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ABSTRACT

Participants at the 1977 Conference on Institution Library Services reassessed a ten-year old program to develop libraries in Ohio's institutions, reinforced the concept that library services are important to institutions, and elicited input for future development. This report presents the texts of the following conference papers: (1) a report on Project READ by Janet Carsetti; (2) reports on Institutions: Future Perspectives by George F. Denton (Department of Rehabilitation and Corrections), William Willis (Ohio Youth Commission), and Timothy Moritz (Department of Mental Health, Mental Retardation); (3) Opportunities Ahead by State Librarian (Marion Correction Institution, Paul Guggenheim (Mental Health, Mental Retardation), and Crist L. George (Ohio Youth Commission). A summary of participant responses to a questionnaire, a bibliography, and a list of participants are included. (KP)

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INSTITUTION LIBRARY PERSPECTIVES

THE STATE LIBRARY
OF OHIO
1977

. . . a Report of a Conference on Institution Library Services in Columbus, Ohio April 20, 1977

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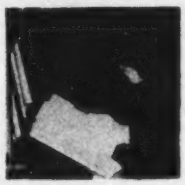

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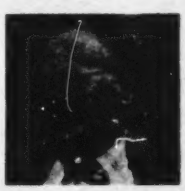

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Introduction

A young man directed by the parole board to research the nature of his crime was able to secure necessary information and resources through the prison library to comply with the request.

A woman, unable to communicate, was drawn out of her shell through participation in a community reading and writing program offered by the patients' library in one of the mental health institutions.

***A juvenile delinquent discovered that his home county had job offerings he knew nothing about until finding this fact in the institution library browsing through the* Ohio Economic Atlas.**

Patients in a mental health institution can now receive community information prior to returning that is fitted to their individual needs.

A young man found part-time work in public library where he could employ a skill finely developed through participation in a library program in one of the juvenile corrections.

Ten years ago, library services in Ohio's state institutions were largely a dream. There were no stories like the above to pinpoint values of this service in an institution. Libraries lacked viable programs if, in fact, they existed at all. Today, there are libraries—with professionally trained librarians to develop and extend services relevant to the needs, interests and concerns of people in institutions; libraries integral to the total treatment programs of institutions.

Ten years ago, a conference was sponsored by The State Library of Ohio to foster initiation of a program to develop libraries in Ohio's institutions. In the years since this "kick-off" conference, The State Library of Ohio developed a position paper that described the development of library services to the institutionalized. This position paper identified three elements basic to the provision of meaningful library services; and suggested priorities for continued development of institution libraries.

Institutions with successful library programs each have the following elements:

a) *Administrative support* for the library, that has manifested itself in both philosophical and material support: a willingness to support the library concept as integrative to the habilitative/treatment program of the institution; and an effort to provide fiscal support to implement this concept.

b) *Good staffing*, characterized by a commitment to service, a sense of library programs, a good knowledge of institution goals and objectives and operation, and a rapport with staff and residents.

c) Sense of *planning and commitment to programs*, usually reflected by continuity in staffing. These are institutions which do not change librarians and administrators every year; and in which librarians and administrators have established short- and long-range objectives for the library, with emphasis on programs and services. Staff continuity is important in program planning.

Priorities for institution library services have been identified in this position paper, and include:

. . . Maintenance of close consultant liaison with the institutions and their departments to help insure development of sound library services toward appropriate library standards in each of the institutions, commensurate with the library needs of the residents of the institutions

. . . Provision of qualified librarians, supportive staff, and a program of in-service training, which assists these librarians understand the purposes, roles, and objectives of library service programs in the institutions.

. . . Increased attention to involvement of institution libraries with community libraries; and in areawide library organizations in a cooperative role. Institutions within multicounty cooperatives will be encouraged to become members of that cooperative.

. . . Development of an effort to educate community libraries to the existence, services, and needs of the institution library, as part of the total library picture in Ohio.

. . . Awarding of grants to correctional institutions and juvenile facilities through the departments responsible for operations of these institutions; based on a combination of adequate departmental and institutional support for library services to inmates. This "system" approach should provide greater incentive for departmental-wide development of library services in the prisons and juvenile facilities; and shall allow for the development of individual programs by each institution to meet identified library needs of inmates in those institutions.

. . . Continued incentive grants to mental health institutions (including mental retardation and forensic psychiatry) that are willing to commit themselves to development of adequate library programs for patients. Such grants will be utilized to: (a) encourage development/improvement of libraries where they either are nonexistent or are severely inadequate; and (b) encourage programs that are innovative or inventive in approaching the institutionalized to demonstrate the value of library services in the institution.

. . . Encouragement of public libraries to develop library services to residents of local and private institutions in the library's service area.

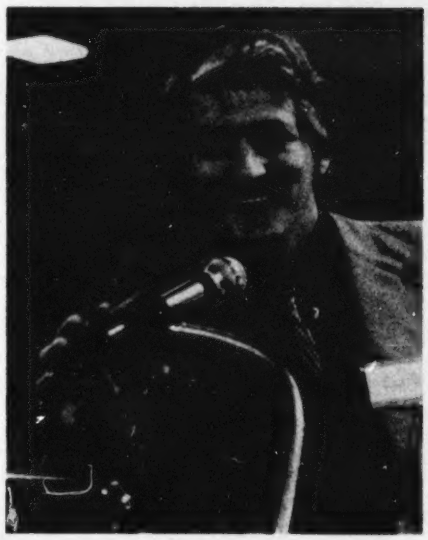
. . . Publication of a booklet highlighting the development, role, and contributions of the institution library to the institution programs.

. . . Presentation of a major conference involving departmental, institutional, and community library personnel which will highlight accomplishments in institution library services over the past eight years; and set directions and challenges for the future.

Administrative personnel from State departments and institutions discussed the role libraries could play, and set challenges for development of services at this early conference. Endorsement for cooperation between Departments and the State Library was registered; and the State Library embarked upon a program of professional and technical assistance, of in-service training, and of incentive grants to institutions. Each Department and institution retained responsibility for library development.

Now, ten years later, this conference reassessed that program, reinforced the concept that library services are important in institutions, and elicited input for future development from the departments responsible for institution operations.

This report on the Conference on Institution Libraries, held 20 April 1977, indicates support for developing library services that enhance treatment and habilitation programs in the institution. Special thanks are extended to the Departments of Mental Health and Mental Retardation, Rehabilitation and Corrections, and the Ohio Youth Commission for their generous cooperation; to the Advisory Committee on Institution Library Services for The State Library of Ohio, for assistance in developing the conference program; and to Joseph F. Shubert, State Librarian, for his dedication to, and support of, excellent library services for people in Ohio's State supported institutions.



Philip L. Koons
Library Development Consultant
Institution Services
The State Library of Ohio

READ

Dr. Janet Carsetti
Administrator, READ, Inc.

This country, for some terrible reason, is rapidly producing what I call "functional illiterates"—people young and old who cannot cope with the very things you and I take for granted everyday—exit signs over doors, stop and go signs on streets, directions on aspirin bottles, on packages of Jell-O that explain making America's simplest dessert.

Dr. Janet Carsetti, speaking at the April 20 meeting to institution administrators and institution and librarians from Ohio, indicated that some 18 million people in this country are functionally illiterate; that ⅔ of the youth in juvenile institutions (and youth includes ages through 25) could not read a book written on a "fifth-grade level."

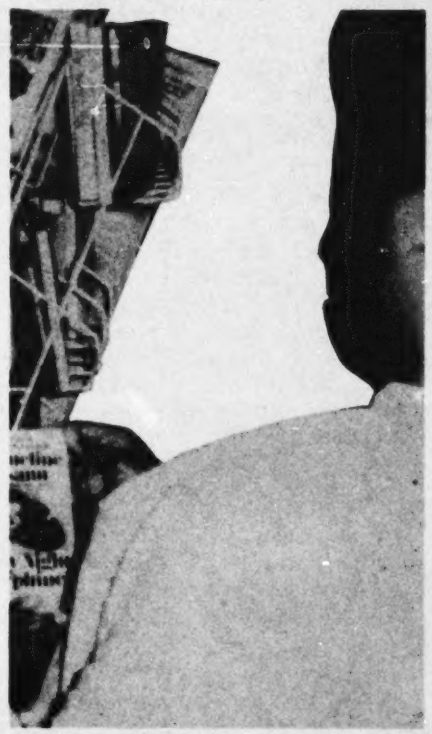
Many incarcerated youngsters never learned to read, some were never taught. While some can read, many will not because they don't like what is available to read. Most of these youngsters (60 percent) are functionally illiterate. They are unable to fill out job applications; follow directions on food packages; read labels on their clothing; read road signs, newspapers, magazines, and telephone books. To make survival in a literate society possible for the thousands of incarcerated young people throughout the nation, a program of national scope was designed. This program is known as Project READ (Reading Efficiency And Delinquency).

The Project

Project READ began in February, 1976 and had two basic objectives:

- . . . to provide training for teachers in juvenile institutions in diagnosis and remediation of reading difficulties, including the establishment of functional reading programs.
- . . . to provide free reading material for the young people incarcerated in these institutions. This material was in the form of paperback books selected from an extensive bibliography compiled by the Project.

Our philosophy was quite simple: if you let kids read what they want to read without censoring what they can read, without making them do something after they read it, such as a book report, or speech, act it out, etc., then maybe they will learn how to read. For some reason in this country, we've never allowed our children to practice what we want them to do best in school. We let them practice driver's education, or tennis, or skiing, because practice will make them better. Our approach, then, was very simple, though apparently unique: Let's give kids time everyday to practice reading.



Project READ, borrowing on *The Hooked on Books* approach of Dr. Daniel Fader, made some 60,000 paperback books available to 148 training schools across the country. Youth themselves selected the books they would like to have and each was given two books that would remain in his possession until he wanted a third; at which time he was asked to trade in one of the two original books. The major objective was to make reading a reality—a pleasurable experience—and an experience that could be associated with success.

The Program

We placed books where kids could get to them easily. They could take whatever they wanted. We planned to measure success by the number of books lost or stolen. After all, they *would* be taking something they never before wanted to see. But, this didn't happen. Kids took over in many of the schools and kept the books in circulation. Principals and superintendents were writing to us that kids would kill one another if someone lost a book! I saw kids, who a year ago would not be caught dead with a book, who were proud to have a book. They read them like crazy. Phone calls came from teachers asking what do you do with kids when they won't *stop* reading!

Project READ developed certain stipulations that institutions would abide by if they participated in the program:

. . . books would be located where the youth could easily get to them. We told institutions to keep them out of the libraries. Kids were to select the titles.

. . . students were to be tested for potential and reading ability using a series of tests easy to administer.

. . . reading skills were to be developed utilizing a Language Experience Approach, functional reading packets, and periods of sustained silent reading.

. . . no requirements for a youth to "finish a book" were to be imposed.

Let's make sure that the kids, not the teacher, not the administrators, and not the librarians, are selecting the books. I don't think that's a very controversial point because no one goes with you to the drug store to select a book for you. Most of these kids had disastrous educational backgrounds; many of them had a gross distaste for libraries—many of them, not all. Most of them associated the word "Library" with the smart kids, the good kids, the kids on the outside. They associated it with something that they could *not* do as opposed to something they *could* do.

We've been forcing kids for years to read things that they don't want to read—to read reading books that they can't read because they didn't sound like and look like anything that they ever said. Probably, 90 percent of us in this room learned to read with a basal reader. You remember basal readers. Dick, Jane, Spot, remember them? Do you remember, "Oh! Look, Look, Look, see Spot run!" I've been to every state and little town and big city in this country working with young kids and older youth; and I have never heard any kid, anywhere, talk like "Oh! Look! Look! Look!" The language patterns are so violently opposed to the language patterns of a normal healthy kid of any color, creed anywhere in this country that some kids simply rejected them. If you don't talk the way something is written you have more difficulties reading it.

The Language Experience Approach to teach reading was introduced as a means for non-readers to get speech into print; a beginning reader can probably read his own "language" better than someone else's language. This approach introduces new words only after the youngster can *read* the words in his spoken vocabulary. Functional reading packets and games were used to support a philosophy of teaching to a student's strengths. Directions on food packages, road signs, job applications, magazines, newspapers, word games, TV guides, telephone books, music were the kinds of things used in this functional approach. Sustained silent reading times were designed to allow kids time to practice reading. Every single day, for a given period of time, at different times each day, we would like—either in the classroom or in the whole school—to have a practice time. Where the entire school had sustained silent reading, there was better, greater improvement in reading skills than in those institutions where it only occurred in the classroom. What happens is, everybody stops doing whatever it is they are doing, and reads! The kids read, the teachers read, the principal reads, the superintendent reads, the janitors read! Everyone that those kids see is doing the same thing—reading.

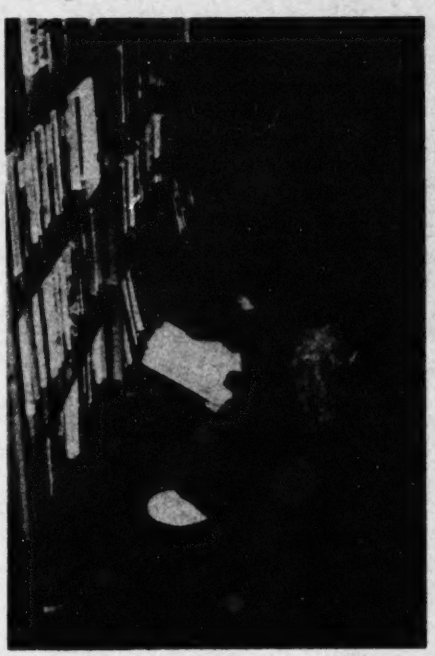
Project READ's approaches of Language Experience, functional reading packets, teaching to strengths, and periods of sustained silent reading helped improve the literacy levels of incarcerated juveniles:

. . . in a 4 month period, an average reading gain of one year

. . . a gain of 7 months in mental age occurred in this time

. . . self concepts and reading enjoyment improved

Juvenile offenders *can be* motivated to want to learn to read and *can* improve their reading ability.



The Libraries

Ninety percent of the 148 institutions in Project READ have libraries for residents' use; 14 schools did not have a library; 32 of the 134 institutions with libraries had no librarian. There is evidence that at least ten of the schools having no librarian, but a library, do not use the library.

I think maybe you have to stop calling libraries "Library." The word library has a negative connotation for thousands of kids. We have millions of people who don't use libraries, and thousands of kids who don't use them even if it is a good library. But I'm very serious about the use of libraries and particularly those in institutions. Maybe it should be called a "Reading Room," something that is not academic and doesn't necessarily house books only.

The library should have books and media materials. It should also be a place—a resource—for a wealth of materials that present an opportunity for a person to develop his functional reading skills. The library should have files of labels, directions for clothing care, games that require word mastery to play, all kinds of materials, information, examples that will help the person in the institution develop "coping skills" —improve reading. Librarians must work with teachers in developing resources —from everyday sources such as newspapers, telephone books, the instructions from a package of Jello—to have available for people who are functionally illiterate. A whole book or a magazine is a very frightening thing for someone who can't read. We must attempt to "cut down" on bulk. We must provide short, meaningful, reading activities and gradually build up to reading a "book."

In conclusion it should be noted that reading *can* be taught and that new techniques for teaching reading *can* be effective.

Institutions:
Future Perspectives

George F. Denton
Department of Rehabilitation and Corrections

I want to thank you for the invitation and the opportunity to discuss the goals of the Ohio Adult Corrections Department. I want to thank Mr. Koons for inviting me because, an assignment of this nature, forces you to stop and to think what you're going to say—what to prepare. In my opinion, I think it is important as an administrator to pause once in a while and think of what the goals of the organizations are and how they relate to the overall objectives.

In my management training, I've never defined goals as equal to objectives. I believe there is one overall objective for any organization—many times referred to as the mission. There are goals and subgoals, attributes and functions, and programs that complement that objective. When you get caught up in day-to-day operations you have very little time to evaluate and set down the goals.

For this short presentation today, I have set down ten goals of the Ohio Adult Corrections Department.

The overall objective for adult corrections in the United States today is to provide humane detention and custody with emphasis on alternatives to incarceration. In concert with support for this objective, the Department has looked for areas in which planned change could increase efficiency and effectiveness. Throughout the country the challenge of corrections has been to try the untried and to build gradually on earlier successes. Although goals are never the finished product, the following describe the major thrust in current department efforts.

1) The creation of a centralized authority and resource base for the overall direction of a comprehensive corrections program. This was accomplished in Ohio on July 12, 1972, with the establishment of a separate cabinet level department for adult corrections and rehabilitation.

2) The operation of safe custody programs that serve both to protect the public from escapees, parole and probation violators, and the inmates and staff from unnecessary risks.

3) The master planning and implementation of a statewide building program which would replace deteriorating, outmoded facilities, and simultaneously enable a new regional, community-based approach for short-term incarceration and readmission programs. As chief for the Adult Parole Authority for ten years in Ohio, I was able to follow and meet some of these goals. We established three reintegration centers, one each in Cincinnati, Columbus, and Cleveland to deal with the technical parole violators and to restructure placement of parolees. Those programs are on-going. Presently we have in our hands a request through LEAA for federal funds to establish a master planning project for adult corrections in Ohio. This will be done on a broad base, cooperatively through community, state and city planning. I hope this plan will complement the request we've made to the legislature; and plan to make to the public for support of a bond issue for a building program in Ohio.

An Overview of Libraries in Adult Corrections

Libraries 7
Number of Books 72,249
Number of Audio-Visual Items . 2,222
Librarians 6
Books Circulated (1976) 241,911
New Books Since 1975 17,475

- **Programs and Services**

Reference Services . . . Leisure Reading . . . Reader Guidance Services . . . Film Programs . . . Educational Tapes . . . Recreational Tapes . . . Creative Writing Groups . . . Support of School Programs . . . Research for College Students . . . Vocational Information . . . Legislative "Hot-Line" . . . Services to Isolated Inmates . . . Intra-Institutional Mail-A-Book Program . . . Community Information . . . Magazines and Newspapers . . . Weekend Services . . . Interlibrary Loan . . . Cooperation with Community Libraries . . . Bibliographic Services . . . Lectures

21 State Library Grants Totaling $313,731

Mr. Willis and I are both involved directly in the request for $275 million bonding for correction facilities in Joint House Resolution 15. Funds in that bill presently are divided into $175 million for adult correction facilities; $25 million for renovation and repair of existing facilities in adult corrections; $25 million for the Ohio Youth Commission; and $50 million for grants for community corrections projects. It will take considerable definition and discussion for us to get that bill through the legislature. Then it will take considerable support for the public to recognize where we are in Ohio in relation to our adult penal population; and how that relates to civil rights decisions, and Supreme Court decisions that deal with housing space.

4) The expanded use of carefully structured community-release options, such as shock probation, furlough and parole, utilizing

private contractive services consisting of halfway houses and probation shelters. That is a continuing goal. All of those programs, —shock probation, furlough, and parole and halfway houses—are supported on a private contractive basis; and all were started within the last ten years in Ohio. We need continuing support. Evaluations have been made by independent studies and have been found beneficial. The community-release options are essential if we are going to meet our objectives of releasing the nondangerous person, utilizing short-term incarceration, and calling on alternatives for incarceration.

5) The development of comprehensive institutional offender programs which include educational-vocational and remedial opportunities—drug abuse and alcoholism treatment, and mental and physical health programs aimed at overcoming specific disabilities. To that goal we have established a limited duty unit near our central medical center, schools (and the central medical facility). With our special staff, services to individuals, particularly with chronic physical disabilities, will be maintained.

6) The enlargement of our comprehensive program to upgrade staff capabilities to work effectively in an increasingly complex correctional system.

7) The modernization of departmental record and information systems, including program research and evaluation, which will enable more rational and intelligent approaches to administrative planning. This particular goal is very difficult—at least for this administration and for this biennium. One of the problems is that it requires money and we have very little. We have been in overdrawn budget relationships since the third week in this biennium.

But data collection is not information. Data can be recorded as 52362234. That's data. If you break it down into 5'2" 36" 22" 34", that's information! I think we have a lot of data collection called research and we cannot point with pride to our research capabilities. Data we have. Information systems we must still seek.

8) The control and reduction of recidivism both in the overall rate of renewed criminal activity and in the seriousness of recidivism acts. Little understood and the most often quoted term dealing with adult correction is "recidivism."

Everyone up to now has understood what that word means. But when the word "rate" is added and the term "recidivism rate" is used, it becomes unclear. I startled a few people in the legislature. They asked me what the recidivism rate was in Ohio. "Well," I said "it's anywhere from one percent to 95 percent." They said, "wait a minute," asked the question over again, and I gave them the same answer. Now, I did that on purpose because I was trying to bring attention to the fact that no one knows what recidivism rate is unless some specifics are put to it.

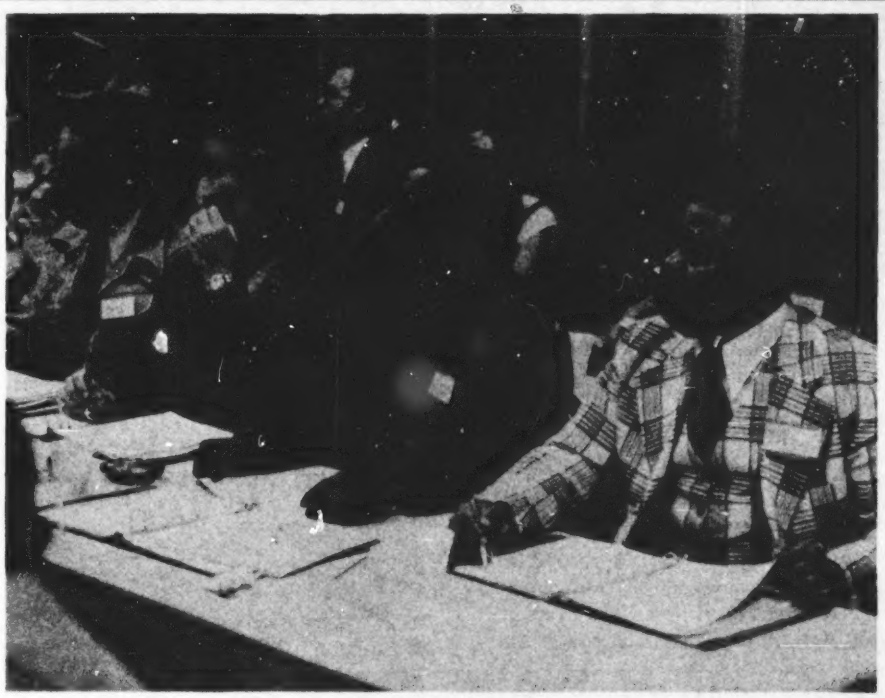
We have a twenty-one year followup study of first-degree murderers released from Ohio, and we have a recidivism rate of less than one percent of those individuals. We have vehicle takers that are 18 years old that are committed to the reformatory, 19 when they are released; and within two years we can show that with some of those groups the recidivism rate is 80 percent. But we're talking about a different offense problem. We're talking about a different situation. In the parole authority association seven years ago, we were able to put together a nationwide data bank. After 786,000 cases — by first offenders, 10th offenders, etc. — the overall average was nowhere near what is often quoted by the FBI.

9) The continuing efforts to increase the employment of minorities and women in equal opportunity and affirmative action programs. We have those plans in our department and we continue to work to increase their effectiveness.

10) The establishment of effective inmate grievance systems providing both institutional redress of grievances and independent appellate review by the director's office.

These are the goals. What is our score? Every goal enumerated is established in our department, presently, with greater or lesser resources for full complement. For example, as I've already mentioned, is the establishment of a limited duty unit program for the physically disabled. All release programs are fully established.

Through our classification system, and through the implementation of 3-day family visit and/or weekend parole program on July 1, 1975, we have released over 120 inmates from our felony institutions within the penitentiary system. As of today we have not had one violation of that program.



In Ohio, probation is a community release program, and probation is a community correction program. But for those who don't work in the program every day it is assumed that everyone convicted is sent to prison. You may be interested to learn that last year there were 21,990 citizens convicted of a felony crime in Ohio; 7,150 were committed to the Department of Rehabilitation and Corrections. Sixty-six percent of those people convicted are placed on probation. Different groups have been formed that continuously try to sell the idea that what we need is more use of probation. Well at certain times, and for certain offenses, I certainly agree. But we're using probation through our judicial system presently at 66 percent.

Another program established with the adult parole authority and the legislature was shock probation. Last year under shock probation decisions by the court, 35 percent of that 7,150 committed were released on shock probation. This means they were released back to the community on an application within 30 to 60 days, and our follow up on that program indicates 91 percent success. Presently, we have a shock parole statute which permits us to release offenders in 6 months. The conclusion factor of these programs is that out of the total 100 percent people convicted for one year in the state of Ohio, less than 29 percent actually serve terms to the minimal sentence. It is our goal to continue this program and other release programs.

Also on the positive side are more classrooms and vocational and academic students than ever before for our department. Furthermore, there has been a lessening in the use of force reports and inmate attacks within the last two years. It's paradoxical, because we have 3,000 more inmates than we had two years ago, that we actually have a reduction in attacks and use of force. I've already mentioned we support the legislation before the General Assembly for capital improvements. But it is more to your interest that we have a chartered Ohio Central School System providing GED preparation assistance, and graduation opportunities for all inmates in our system.

And last, but certainly not least, we have the finest institutional library program of any correction system. That's not just my opinion. I've been told that by Mr. Koons, and therefore I'm going to relate it. And for that cooperation with the State Library services, I certainly am very thankful. I was handed some particulars that I'll quickly cover in dealing with the library services for the department.

Institutions:
Future Perspectives

We have expended over $300,000 over the last 5-year period for the library program: increased volumes approximately two times and updated material. We have books ranging from elementary to college reading level. We have increased reference material. The use of the library has increased for recreation and education through developed listening centers for institutions, tapes and records, educational and recreation. We have hired six professional librarians in the last 4 years. Southern Ohio Correctional Facility is the best prison library in the country.

Currently we are developing material in the library for coping skills, awareness of utilizing materials to cope in society; and developing a reference service to support the college program conducted inside the prison. We've also had a recent evaluation conducted by the State Library. We will utilize this evaluation as a base document for future growth. Obviously our library services are connected to our overall budget and we want to be able to support additional services for the library services. I hope you can support us for additional funding in a continuing partnership of cooperation between the State Library Services and Adult Corrections.

William Willis
Ohio Youth Commission

A decade ago the Ohio Youth Commission had only two libraries at its institutions. They were at Scioto Village School for Girls and at Fairfield School for Boys. Both were in dire need of modernization in terms of physical facilities and books. The Commission's library program needed some long-range planning and the establishment of obtainable goals and objectives, as well as funding resources.

Now, ten years later, all ten of our treatment institutions have libraries which meet the State Department of Education's standards, and all of our librarians are certified.

Much of this is due to Ruth Hess and Philip Koons who proved to be invaluable allies as we upgraded our library system. Ruth Hess reviewed our initial proposals to improve the conditions at Scioto and Fairfield and approved our grant application with LSCA funds. That was the seed money and the incentive to implement into each institution's budget the cost for additional books, periodicals, and library improvements.

The first 5 years saw the opening of libraries at four institutions — Riverview School for Girls, Cuyahoga Hills Boys School, Maumee Youth Camp, and Mohican Youth Camp. Again, without the aid of LSCA funds and Philip Koons, this could not have been possible. As we established libraries, we also strived to maintain the minimum education standards set by the Department of Education. This meant employing certified librarians and having the minimum number of books and periodical subscriptions.

An Overview of Libraries in Juvenile Corrections

Libraries **10**
Number of Books **45,964**
Number of Audio-Visual Items **4,719**
Librarians **9**
Books Circulated (1975) **38,080**
New Books Since 1976 . . . . . **7,407**

- **Programs and Services**

Storytelling . . . Reading Enrichment . . . Leisure Reading . . . Puppetry . . . Reading Aloud . . . Newspapers and Magazines . . . Book Reviews . . . Student Assistants . . . Evening Hours . . . Central Ohio Educational TV . . . Films . . . Listening . . . Curriculum Support . . . Reference Services . . . Individual Reading Guidance . . . Group Discussions . . . Institution-Wide Reading Program . . . Career Information . . . Children's Books . . . Interlibrary Loan . . . Cottage Collections . . . Book/Cassette Sets . . . Writing

- **13 State Library Grants Totaling $156,090.**

Thanks again to substantial grants from The State Library of Ohio, during the next 5 years, we added libraries at Training Institution Central Ohio, Training Center for Youth, Buckeye Youth Center and Indian River School.

We encourage library usage and make available in our budget funds for library expenditures. Our libraries now offer:

1. an instructional media center and resource center for teachers and students during the school day;
2. professional volumes and periodicals for our staff in many libraries;
3. an area for youth to pursue recreational activities including games, hobbies, leisure reading, film viewing, and other activities during the evenings and on weekends;
4. creative activities by our librarians such as story-telling, book reviews, art lessons, music clubs, and many, many more.

The Youth Commission is currently experiencing a population explosion in vast proportions. During the last two fiscal years, the OYC received 8,562 permanently and temporarily committed youth, compared to 6,288 youth in 1973 and 1974. This represents a 36 percent increase in youth being sent to us. Permanent commitments per 1000 youth in Ohio, aged 12-17, increased from 1.21 in 1973 to 2.56 in 1976.

During fiscal years 1975-1976, the Commission experienced a decrease in the number of females committed and an increase in the number of males and serious offenders. Comparing 1975-1976 figures with those of 1973-1974, 63 counties experienced an increase in youth being sent to the OYC; while 21 counties actually had a decrease, two counties remained stable and two counties did not send any youth.

At any given time, the OYC is responsible for approximately 5,600 youth; 2,500 who are institutionalized and 3,100 who are on parole.

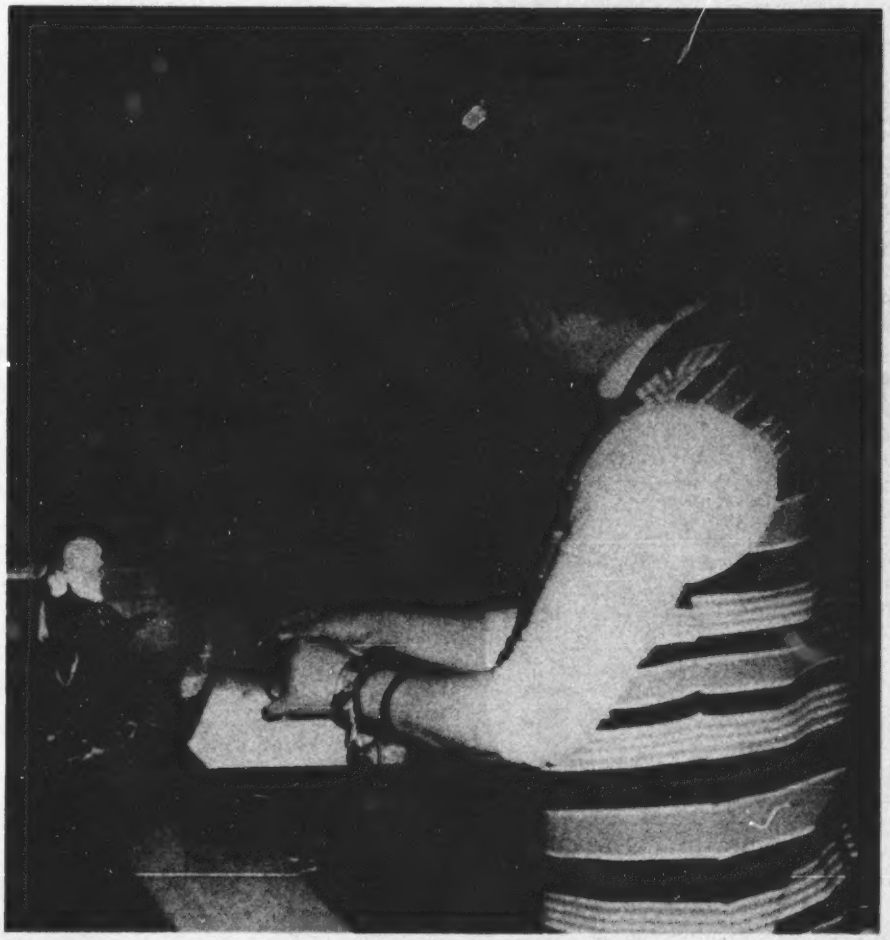
The Ohio Youth Commission's belief is that the more serious juvenile offenders should, and will be increasingly served through our efforts. Unruly and minor offenders should be increasingly served by local governments in the youth's home communities.

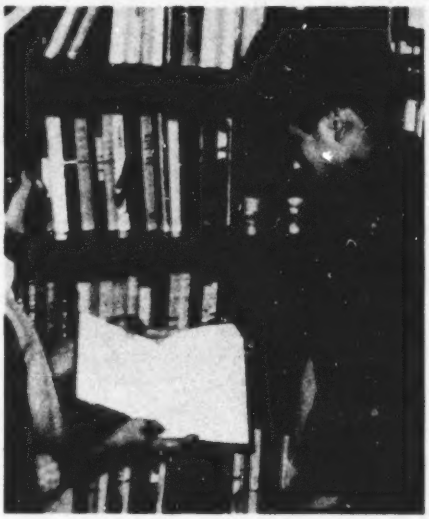
Careful examination of our data causes us to believe that we are institutionalizing too many youth; because of this, it is strongly felt that we must re-evaluate the classification and assignment practices currently being used. We feel such practices can no longer meet the needs of the youth committed to us, nor lend any significance to our agency goals and objectives.

From our perspective, our current plans represent an effort for us to put the status, non-dangerous, and dangerous offenders into proper focus so that better programs can be developed and offered to all youth.

We continue to take every feasible step toward developing and expanding our community-based programs for status and minor offenders. Increased local alternatives should be opened up so that the OYC may assist local courts and agencies as they take the initiative to assist youth at home.

House Bill 460, which Representative





Harry Lehman introduced on behalf of the Attorney General's Task Force, contains provisions we have been advocating for a number of years—limiting institutions to a capacity of 200, and the removal of status offenders from the jurisdiction of the Youth Commission. However, we do not support the bill in its present form. While we agree with the limitation of institutional capacity to 200 and are currently proceeding in an orderly, responsible manner to reduce the population at Fairfield, we cannot advocate the closing of that institution, nor can we agree to the closing of the Child Study Center which serves as a diagnostic center for many of our juvenile courts. Additionally, we cannot support the sections which make the superintendents criminally liable should their institution's population exceed 200 youth.

These and other provisions in the bill will be addressed by us in testimony at a later date.

I have highlighted the Ohio Youth Commission's commitment to libraries during the past 10 years, as well as our priorities and directions and how I feel about House Bill 460.

Let me conclude by saying that, although we have no intention in the near future of constructing another institution, should that time come, you can be assured that it will have an accredited library staffed by a certified librarian.

Dr. Timothy Moritz
Department of Mental Health, Mental Retardation

I don't know if I should have volunteered to be the last of our three panelists. They are tough to follow and have said a great deal of what I'd planned to say. As they both pointed out, there are great similarities in our goals, objectives, the kinds of services we provide, and even the kinds of people to whom we provide services. I work very closely with most of the other departments and there are some clients who move back and forth between our systems. I also provide consultation back and forth between the systems and we share various kinds of support services to our institutions. We have many interrelationships. I couldn't help but think as George was sharing the very real problem he has in the parole program when someone gets arrested. It becomes a front page story in the newspapers and the readers forget about all the people who are doing well out there. I'm very sympathetic to that. We share that same problem very intensely.

Every year there are 32,000 people who pass through our institutions who are either there at the beginning of the year or who are admitted in the course of the year. The average length of stay of a new admission in our mental health system is 24 days. In addition, we have at any given time 120,000 people on the rolls of our community outpatient programs. In any given year our combined state and community mental health and mental retardation system serves more than a quarter of a million people.

Yet if one of them commits a violent crime it's on the front page of the newspapers. However every time it's scientifically studied, the evidence shows that the mentally ill and mentally retarded persons commit less violent crimes per capita than the so-called normal population.

Yet it is a sensational media event every time one of them does. Now maybe it should be because it is such a statistically rare occurrence that the media should be saying "this is unusual; we have a rare event; a mentally ill or mentally retarded person committed a violent crime," but that's certainly not the message they convey. It conveys the exact opposite just as they do with the parole and probation population who will also probably be committing less crimes per capita than the "normal" population. We have a lot of crime out there among those persons whom they call "normal, healthy, intelligent, law-abiding citizens."

An Overview of Libraries in Mental Health, Mental Retardation

Libraries **21**
Number of Books **79,163**
Number of Audio-Visual Items **12,400**
Librarians **12**
Books Circulated (1976) **158,460**
New Books Since 1975 . . . . . **6,748**

- **Programs and Services**

Leisure Reading . . . Reading Guidance . . . . . Film Programs . . . Recreational Tapes (Music) . . . Tutoring . . . Bibliotherapy . . . Coping Skills Programs . . . Community Information . . . Puppetry . . . Poetry Therapy . . . Geriatric Services . . . Reference Services . . . Treatment Programs Support . . . Current Events Discussions . . . Magazines and Newspapers . . . Ward Services . . . Storytelling . . . Book/Cassette Sets . . . Picture Books . . . Large Print Books . . . Interlibrary Loan . . . Cooperation with Community Libraries . . . Services to Physically Handicapped . . . Talking Books . . . Book Discussion . . . Field Trips . . . Vocational Information . . . Ward Programs

- **47 State Library Grants Totaling $175,606**

I think it's also worth mentioning since we have the responsibility for the state's drug abuse treatment. This is another one that gets a lot of that kind of attention. Once again, all the scientific evidence demonstrates that people are more apt to commit a violent crime when they've been drinking alcohol than when they've been using any of the illegal drugs that are abused. It is well known scientifically that alcohol use increases the chances of violent behavior and does this every day in every city in Ohio. Violent crimes are directed especially toward spouses, family, children. There is also, of course, drunken driving. The results of a recent survey state that every Friday and Saturday night between the hours of 11:00 p.m. and 7:00 a.m. six percent of the drivers on the road are legally intoxicated. They kill a lot of people and maim, injure, and disable others. Yet far more media attention is given to the crimes committed by people who happen to be using other types of drugs. Usually those crimes, when they occur, are related to procuring the drug to feed the user's habit because of their addiction, as opposed to the kind of spontaneous, random violence that occurs when using alcohol. This is something to think about.

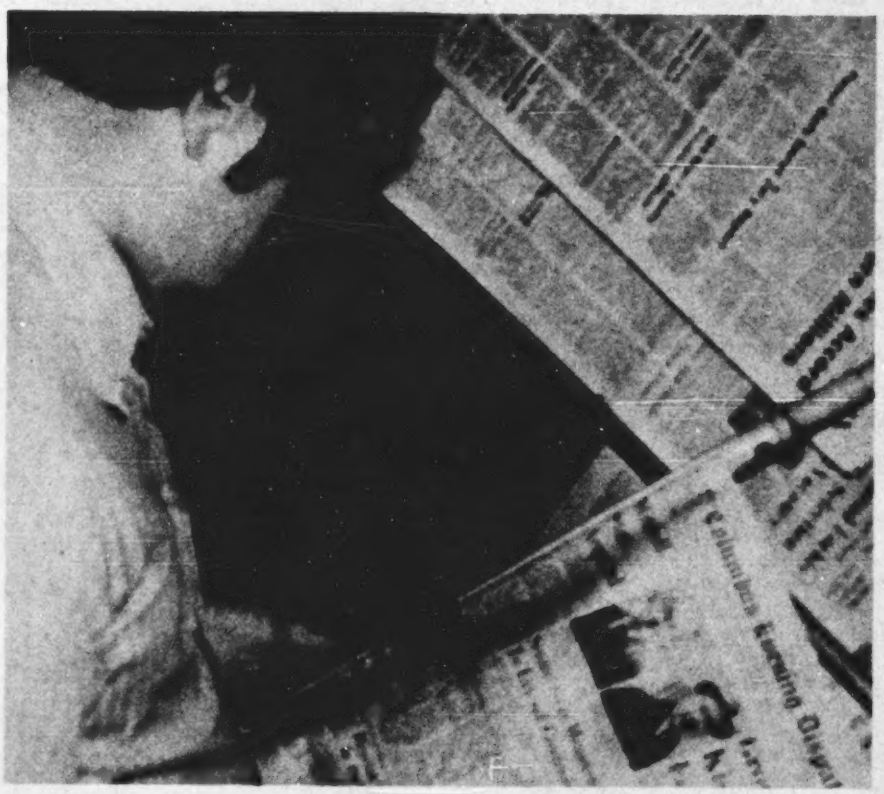
I'm embarrassed to admit that I'm not as aware of the history of our Department's library program or its current status as my two cabinet colleagues are of theirs. I do know from personal contacts that we do have several fine library programs. But I did note that, although we are the largest department in state government, larger than the two departments represented by the other directors and have more institutions, there are far less of us here than there are of them. This, I suspect, reflects the fact that maybe our library program is not as well developed statewide as the other two departments. This is something I'm going to take a harder look at, find out why; and what we should be doing; and get more consultation from my colleagues.

I do appreciate the help that the State Library has given us through both the grants program and consultation in developing what we do have. We look forward to working collaboratively with them to develop better our resources for library services.

Rather than describe all our goals and objectives I will emphasize some of the current changes in our programs, and note some of the contrasts with the other two Departments.

We have been having a marked reduction in our resident/patient population and a shift in the community (as the Youth Commission) converting to smaller and more community-oriented facilities. In our mental health division the change has been the greatest. In 1959 we had 30,000 residents—this year we have about 7,000, and we project that by 1985 the number will be down to 4,500. Of our present 7,000, it is also worth noting that more than half of them are over 50 years of age and some 29 percent of them are over the age of 65. This is different from Corrections and Youth Commission programs. In our mental retardation programs, we hit a peak of 12,000 in the late 1960's. Then the population began to go down. We're down now to 7,000 and I project that in mental retardation, too, we will hit about 4,500 in 1982.

Between the two divisions we've had a reduction of 4,000 residents in the last 27 months. The age mix is very different in our



mental retardation institutions than in mental health. In mental retardation, the majority of the residents are currently under the age of 30. We have not been having a similar reduction in the identified mentally ill and mentally retarded people who are receiving services in the State of Ohio. In fact, the caseloads of our community-based programs have been growing dramatically over the same time period, not only by picking up the people who have been placed out of our institutions but also because of the growth in the community-based programs. I think this is good and highly desirable that our service system has been expanding but it's also showing that there are great, unmet needs out there for mental health and mental retardation services. I don't think anyone has a good "fix" as to whether the incidences and prevalences of the conditions causing mental health problems are increasing or decreasing, but we certainly know the demand for services is increasing dramatically. This demand may be related to greater public awareness of these conditions, or to greater public knowledge of the effectiveness of treatment and special training programs. It may be related partly to the problem that our scientific technology and statistical data gathering systems have not been sufficient over the years for us to know anything for sure.

With this shift we have critical needs to prepare both the staff of our State Department and our community programs, both mental health and mental retardation, and other human services agencies, for these changes; and just as importantly to prepare our patients for the changes of shifting from life in an institution to life in a community setting. I underline that, because the average patient in an institution has been there longer than ten years. Many of them have been there 20 or 30 years so that return to the community is a formidable problem. The stress of this change is especially enormous, if one was mentally impaired through mental illness or mental retardation to begin with. It takes careful preparation, and systematic follow-through with the community's support system, for a person to make it, to be able to cope with the complexities of life outside the institution. Life out there now is very different than it was 10, 20, 30 years ago when a person entered our institution. It is now much more complex. Technological revolution, changing life styles, make it a big adjustment. The individual's social skills may have deteriorated during the period when he was in the institution. Once again, the Department of Mental Health and Mental Retardation needs good programs to prepare and sustain these individuals in the community.

We also have a big job of public education to prepare the public to have mentally ill and mentally retarded persons living in the community with them to accept some of the strange and eccentric behavior, and to be helpful rather than harmful to these people who need our help in the community at large. Not to reject them, but to embrace them and work with them and to provide them the support that they need. This certainly includes our libraries. Our community libraries would be an important resource to our people living out there. You can expect to have more persons with mental and emotional disorders who might utilize community library systems. Public education would promote some understanding of the behavior of the people who may be coming in, as well as development of the special kinds of library services to meet their needs.

Now, the future role of our institutions will vary widely among the specific facilities. We are allocating different functions to different institutions so that it is hard to talk in total terms. On the whole, institutions will be smaller, more community-oriented, serving smaller geographic areas, better staffed, better equipped, and with better physical facilities. We are trying heroically, I think, in terms of the people working out there in the field to bring ourselves up by the bootstraps, to bring ourselves up to national agency standards.

All along we have said that we were operating hospitals for the mentally ill. Most of the facilities did not come anywhere near meeting modern hospital standards or even the requirements of law in regard to the operation of hospitals. Our state mental retardation institutions didn't even meet the requirements for operating dormitories. We have a long way to go. We are trying to come to the point where we are reaching modern professional standards for the kinds of facilities that we are operating under the law.

The different kinds of programs will reflect more emphasis in intensive care. There has been a steady shift over the last 10 years and more of our patient days, and more of our beds are taken by providing intensive care to acutely disturbed people, again with an average length of stay in the mental health system of 24 days. Our mental retardation system now has a larger group of residents who can be released in three to six months after evaluation and intensive training.

We have also been moving out our higher functioning less distrubed, less disabled population. These people have been the ones who have been going out, thus accounting for the reduction in population. These leave behind, other than acute intensive care, a much more severely disabled population, including the severe and profoundly mentally retarded, the severely, chronically ill or disabled

mentally ill persons, and a far higher percentage of physically disabled persons including multiple, physical disabilities. For instance, just this morning I was at Mt. Vernon State Institute which has 400 residents of whom 287 are non-ambulatory. These 287 are totally bedridden—not in wheelchairs or on crutches. There's another large group whose members are getting around in wheelchairs and on crutches. Statistically, this kind of a multidisabled population is the larger percentage of the responsibility of our State facilities. Statistically we have more children, more adolescents, and more senior citizens. What that means is that we have less nongeriatric adults, less adults between the ages of 18 and 65. Most of them are able to return to the community rather quickly, and be served in community programs. The individuals who are only mildly or moderately mentally retarded, or mildly or moderately mentally ill, can either be served exclusively in the community system or returned by us to that system rather quickly after receiving some special help over a short period of time.

We expect to have far more involvement with community agencies—citizens, citizen boards, citizen volunteers and, families—in the actual program operations of our State mental institutions. We'll have shorter lengths of stay, at least for new admissions who come to us.

All this, of course, is going to have an impact on the types of library services we shall be providing for our residents. I'm not certain that I've thought it all through, but it presents a lot for us to think about.

I'm going to change my hat for a moment and put on my psychiatrist's hat. I jotted down a few notes, probably repeating what you talked about this morning but I think this will reflect some of the ways that I feel a library can serve in a mental institution, or even in correctional facilities. I think many of the residents in our institutions are involved in the search for personal identity. They don't really know who they are, or what they want to be. They are kind of "lost souls" and libraries can play a very important role in helping this individual in his search for identity by reading and using audio-visual materials, exploring role models and alternate life styles, reading about different kinds of coping skills that he can think about, experimenting with and testing out, behavior patterns within the institutional setting. This can be an important resource for him, in finding this new or improved personal identity. The library can help one further his general educational level, for general self development, to enhance self-esteem and develop better skills. Specifically, the library can play a role in career selection, career development and/or development of new careers which will provide economic esteem for the individual.

It can also provide a very important partial protection from institutional isolation, keeping the person involved in life outside—especially through newspapers, current journals and magazines, and current kinds of audio-visual materials. Reading helps one to remember there is a world outside that's different than that which is in the institution. It is important to help maintain that contact with the world outside. It can also assist greatly in specific preparations for re-entry into the outside world, by going over materials related to what's out there now, especially any materials relevant to the community to which the person is going to return, what its resources are, and what's going on out there at this point in history. Using the library to develop ways to cope with spare time is very important not only in the institution but on the outside—because a major problem in a modern technological society will be the reduction in the work week. How do you spend all that time on your hands? Certainly the library can provide new tools that help people deal with the increased leisure time on their hands. Not just reading—which is a very enjoyable way to spend time but also learning about other things that would be recreational pursuits, avocational interests, hobbies. The library is a place to learn about all those choices that you have; and to develop them so that you can use them not just in the institution, but to cope more effectively with life outside. Certainly these would increase an individual's social skills, which can then be tested back on the ward. They will prepare the person for more effective social life on the outside and, for more effective interpersonal relationships.

I do think we can combine these in a general program with goals and objectives and develop library services to play a role in which each individual resident of our institutions can meet his personal goals and thus help our programs of treatment to be effective.

Opportunities Ahead

Joseph F. Shubert*
State Librarian,
The State Library
of Ohio

Phil Koons emphasizes that we are to deal with where we are going in the development of library services for the next few years. To do that realistically, it is necessary to assess some of the elements in our recent development. Therefore, I'd like to talk about four aspects of the institution library program: First, the program of the first ten years—the benchmark date against which we are working; second, the elements which brought about change in those ten years; third, the potential; and fourth, some of the opportunities that lie ahead for reaching that potential.

About the same time that we held the 1967 Institutions Library Conference, Ohio librarians were into a major survey in planning programs. That survey began in 1966 and culminated with a new act of the legislature in 1969. In 1967, we had the promise of federal funds. Jon Louden was very much involved in that first conference, and in the first year of the LSCA program we had some $6,000 to develop institution library services. But there was a promise. The projection for LSCA funds for institution libraries was $230,000 within three years. At that point, then-President Johnson had spoken about the problems of Vietnam, and suggested we be conservative in our thinking for appropriations for the next year or so, but that money would be forthcoming!

We are now reassessing the institutions program and its funding, and reassessing the whole library cooperative development program. We have underway a survey that will look back and see where we've come in the past eight years. As I look at what's on the drawing boards for the survey this time, it seems that institutions and people in institutions are receiving more attention today than they did in 1967. In fact, there was very little mention of people in institutions back in 1966-67-68 library literature.

In 1967, the theme of the conference was "Partnership", and I remember Jon Louden speaking about consultation with the departments, and with institution administrators and specialists in the departments about how we would get this program underway.

The State Library Board in 1967 stated its commitment to the program by seeking, and attaining, the first new position funded by General Revenue funds for the State Library in some fifteen years. The State Library services had gone through a period of remarkable growth in the early and mid-1960s, but all with federal funds. So, in 1967, in presenting the budget, we asked for one new position on state funds. That was the Institution Library Services Consultant's position.

*Resigned 9-30-77

That commitment on the part of the State Library Board for a mix of state funds and federal grant resources in the institution program made it possible for Ohio—unlike many other states—to use most of the LSCA money in grants for development at the institution level rather than absorbing it for consultation and services at the state level. We developed a program in 1967; and as one of the federal requirements it was revised in 1972. Since 1972, that program has been updated each year. It's interesting to go back over those years and trace changes in the program wording as they relate to services to people in institutions. But it is more than interesting and satisfying to see a program develop over a period of time; it is important to assess the reasons for the change; and the elements in the development of that change. Unequivocally, the chief element in all of this has been people working together.

Each speaker today has recognized the work of Phil Koons. He has brought to this program a rare combination of experience in public library outreach and as a school librarian, and his native abilities —including his optimism and his willingness to persist, his faith in people, his ability to keep his eye on the goal and to keep us moving toward that goal. He has his feet on the ground and he knows what he can expect of the people at the State Library, out in the institutions, and in the communities.

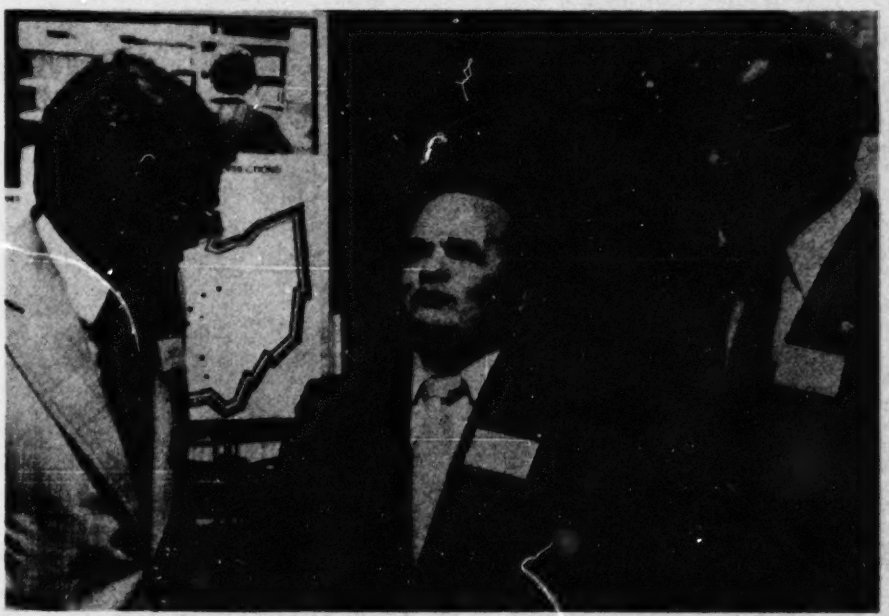
We have some other people at the State Library who have been very helpful in this program. One of them is Ira Phillips, Assistant State Librarian for Library Development. In him, Phil Koons, the institution personnel, and I have the good fortune to have a person who was formerly the Executive Secretary of the Division for Health and Rehabilitative Services Libraries, American Library Association, and who brought to that position, and to Ohio, practical experience of corrections libraries and institutions. Throughout the two years he's been at the State Library, he has invariably had a timely push for this program; and I can assure you that when this program needs to move between an advisory committee and the State Library Board it takes that kind of interest. We are fortunate having that interest at several levels within the staff.

Most important though, as I look over this room, it seems to me we have had the remarkable participation of a good many people in our advisory committee. I'd like to have the people who either serve today on our advisory committee or have at some time in the past ten years, stand. I see all three major departments represented and I see the public library community represented among the people who stood. The mix of people on that advisory committee—people who have library responsibilities in the departments, the people who have staff responsibilities, and those who have administrative line responsibilities in the institution—has brought a unique resource to the development of this program. These people have helped in the development of the consultation program, the development of the guidelines for the program, criteria for grants, and appraisal of grant applications. We're also fortunate in that, from the very outset, we had involved people from the public library and from other types of libraries in the advisory committee.

The one person who worked so long to see all of this come about, and who helped lobby the Library Services and Construction Act before 1966, is Clara Lucioli. I know many of you know her, and I know you are all familiar with her report on institution libraries, done about 14 months ago. It includes a profile of the institution services as they had developed up to that point. Clara has been of great help in this program. She set a high standard for people who have followed her as chairman of this committee. That standard is held by Janet Berg, the librarian of the Carnegie Library in Marion, who is chairman of the committee this year.

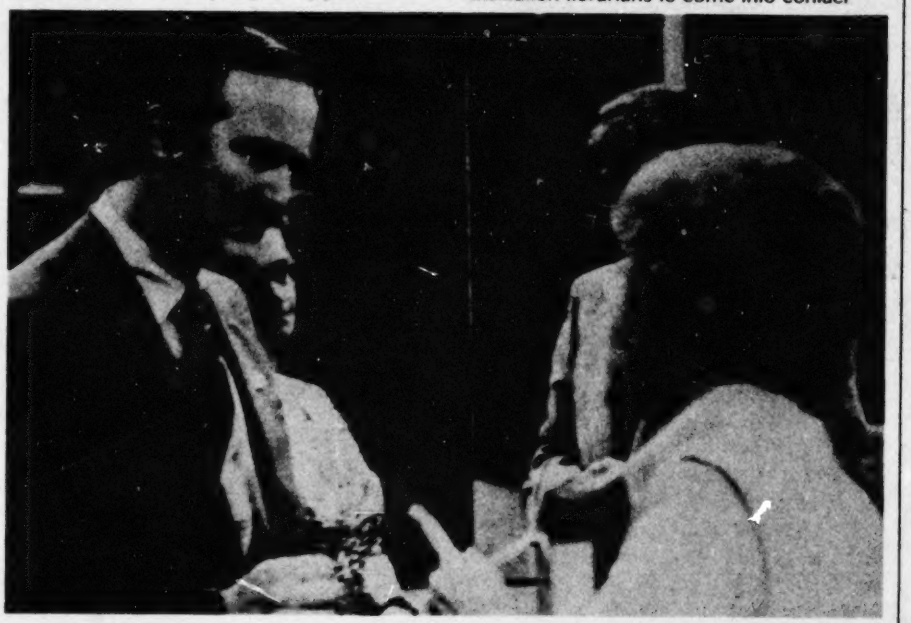
Then I look about this room and I see other people who have assisted in various ways. These are the people from the departments and the institutions, at the administrative and specialist level, who have taken time, even though they weren't part of the committee, to advise, to give their thinking, and to interact with us as we were developing the program. And of course, the librarians in the institutions who have taken the program criteria and the ideas and the plans, and always with limited funds, translated these into services to people.

What do these people have to work with? A number of us have made reference to Federal Library Services and Construction Act (LSCA) funds. As I indicated a few minutes ago, these funds have never been available in the amounts authorized. That initial authorization in 1972, as I recall, was for a five-year period and it was anticipated to reach $320,000. We reached $243,000 in one year and one year only. That was a consequence of impoundment of funds, and the very late release of funds in 1975. As a result we were dealing with three years of money in one year and was the year the institution libraries program was assisted by $243,000 in LSCA funds from the State Library. This enabled us to make the major move that has been identified by



two different speakers today—a systemwide approach in Corrections and OYC, building on the strengths of those two departments which had developed special education staff with strong interest in library services.

What did these funds do? Phil Koons has prepared an analysis for you. In your notebooks you have a position paper, developed with the help of the advisory committee a few months ago, so you can see where the money went—for materials, equipment, and the upgrading of the facilities. Each year some of that money was earmarked for staff development, and in the long run that may prove to have been the most productive investment of those LSCA funds. The conferences and the programs that have been developed year by year



emphasized some of the points Phil Koons makes in his paper: Long range development can proceed with small amounts of money.

The other resource that these people have had to work with is the commitment of the departments and administrations. This is expressed in at least three ways: One, in a *formal planning process*. Mr. Perini described that very well this morning when he spoke about moving that program from 1970 with the definitions and goals for that library program in Marion in relation to the institution goal, and the reappraisal in 1971 and 1972 and subsequent years. Two, *staffing*. This is the remarkable element of the Ohio program. It makes the Ohio program different from institution library services, as I understand them, in many other states. In Ohio the departments have committed themselves to the proper staff in these programs. In number of graduate librarians, for instance, in the Corrections and OYC programs the commitment was made to ensure that all staff members were involved in training programs—not just the library training programs that Phil Koons and his predecessors developed for institution personnel, but in a whole range of opportunities—the School of Business Administration Library Executive Development Program at Miami University, and in other standards and planning workshops at OSU. This has enabled institution librarians to come into contact with other librarians, with other specialists in the community at large, and to participate in a whole variety of settings to develop programs. Three, the kinds of *budget allocations* that the departments and the institutions have made to these programs, sometimes with strong matching fund encouragement from Phil Koons and the State Library, but always with good planning, enthusiasm, and follow-through.

But it seems to me that another element that all of us find in this is the imagination of a number of people who have been able to see beyond the next year. As I heard the description of the ways in which these library programs, and institution programs have changed, it seemed to me that these library programs have evidenced flexibility. Because of these factors the total program has moved in ten years from an institution-by-institutuion based program to a systemwide program.

The third aspect I'd like to talk about is the potential. As I read the 1967 document, it is clear that we haven't achieved all the things that we might have accomplished the first ten years, but the accomplishment is impressive. One of the aims we set back in 1967 was that through the combination of State Library resources, department resources, and community resources, we would have in our institutions a program of service that would stand as the same kind of model in library services for other states as are the other programs administered by the departments. In 1967 we spoke of program development at two different levels: within the individual institution a program directly related to the overall goals of the departments, and the specific objectives of the institution. At the second level, a network in which an institution could draw upon the specialized and supplementary resources to meet the needs of the users, without relinquishing its own responsibility to develop resources in its own program.

Phil Koons emphasized today that the Ohio institution program has not suffered an "image problem". We have had great people working at the institution level, and have done some really great things.

Our thinking on institutions has changed, and our planning for library networks is changing in Ohio also. One of the facts that has come through dramatically in the last eighteen months is the increasing importance of regional systems as the way to meet the needs of people today in a reasonably cost efficient means. And so since 1967 we've introduced into our libraries teletype systems, microform catalogs, on-line bibliographic systems, nonbook materials—a whole host of new resources, new techniques—and these are clearly part of the potential for people served by the institutions.

As we look ahead, access to resources is going to be increasingly important. Certainly, there is a need for additional resources in individual institutions. If we're going to have the programs that Dr. Carsetti talked about, we need books, paperbacks, newspapers, periodicals, and audio-visual materials in the institutions. But at the same time, we must develop links with other libraries in the area and in the state because

no institution can be self-contained.

Another program development that lies ahead is an expansion of individualized service. Dr. Carsetti set the keynote for that this morning. As we move from an emphasis on materials to an emphasis on programs, what will be required from us?

We're talking about new forms of institutions, different sizes of institutions, and I expect different combinations of personnel. If library services are to do what Dr. Carsetti and other speakers described, it will require more professional people in institution libraries. It will also require support staff so that the professionals can become more mobile and available for individualized service and program development. I hear a challenge to the library people in institutions to relate to the community. We can relate to the community if we can free the professionals to be out, to work with the committees, and to be working with the people in the community; to be working with the patients, and the people who are returning to the communities. We must look at this element of the development program.

Another potential lies in more formal involvement of library personnel in institutional goal setting and in the re-design of programs. I do not know how you do this in institutions, and I do not know what kinds of problems you have in the institution field, but I expect that they may not be unlike those that we have in libraries. There are so many people who should be involved; there are problems in time and availability. But, if we are going to have programs such as Dr. Carsetti described this morning, we must find a way of accomplishing this involvement. The librarians in this room are going to have to find ways of ordering their time better, participating effectively in the task forces, committees, and meetings, and the work needed in order to share in the broader-based environment that administrators are developing in their departments.

The final element that I see as part of our potential is a mature, business-like, practical approach to library development. In the early editions of *The Long-Range Program for the Improvement of Library Services*, one of the problems mentioned as faced by institutions each year was the lack of identification on the part of institution librarians with the library profession in the state. In the early days we spent money, for instance, to make sure that institution library personnel could go to an Ohio Library Association conference. Institution administrators now recognize that top-notch librarians are going to have to be outside the building, outside of the institution, perhaps 20 percent of the time. You have made that adjustment. But it seems to me that to bring services to another level will require time, discussion, and work from a lot of other people to integrate the library service needs of the patients, the residents of the institutions, with the community.

Mr. Guggenheim today indicated his impatience with people who measure the success of a program by how much money is spent, or only in numbers of people involved. Perhaps one of the measurements that we must examine in our library development program in institutions is not only how many books are being acquired, or materials are loaned etc., but the degree to which institution money is being expended for access to services outside. For instance, the regional systems are moving into audio-visual services. The State Library Board has made several major grants for the development of 8mm and 16mm film programs throughout the state, and they are all being developed through these regional systems. Institution libraries are becoming members of these regional systems. To get into the film program may take $500 or $700. If that provides access to these resources throughout that whole region, and in the whole state, that may be the best $700 the institution can spend this year.

As we think about how we measure these factors, I hope we can think of both the network, system-wide access aspects as well as the institutional development. Opportunities lie ahead. One, by 1979, there will be a White House Conference on Libraries and Information Services throughout the United States, and in 1978 there will be an Ohio White House Conference. I know a number of you are involved in some of the preliminary thinking on that conference. We need to make sure that people who need the services of these departments are involved and represented in the White House Conference discussions. The other is the major survey to reassess the cooperation program in the Ohio library development program. The library service scene is changing rapidly and I hope that you will be involved in these reassessments.

Phil Koons made reference to a paper that's in your red notebook on Institution Library Services. That paper includes an assessment of where we've been and suggests some priorities for the future. After this meeting I hope you will take time to re-read that paper and send your ideas back to Phil Koons or to me because we need these as we take this program into another period.

The third opportunity lies in the ways in which institutions, the Department personnel, the State Library, and the Advisory Committees can all work together so that library services can help individuals "breakout". We didn't hear much about walls in this meeting and I think that shows a difference between 1967 and 1977. But all around us there are invisible walls, and we're constricted by them. Dr. Robert Lindner compared an individual's life to a triangle shut in by three walls that set limits to what we can accomplish: One wall is our common mortality; it is rigid and immovable, for death comes to all men. The second is our native capacity, physical and mental; it is not quite so unyielding, for capacity can be developed to some extent. The third is the wall of our ignorance and ineptitude; but this one has doors that can be unlocked. Let's find ways to unlock the doors, to make the resources of the library available to everybody—to help people return to society and stay in society.

Impact of Libraries in Institutions

Mr. E. P. Perini,
Superintendent, Marion Correctional Institution

The library at Marion Correctional Institution (MCI) started with donations from about every conceivable source books could come from. Then, in 1971, we were invited to apply for a library grant from the State Library. Before applying, however, the institution conducted a poll among inmates and staff to determine emphases for the grant application. During the next 5 years, MCI participated in several library grants; and as emphases at the institution changed, we attempted to correlate development of the library. These grants have been successful in helping build a collection of books the men could use. We have installed a listening center. Most recently, through impact of the library grants, the institution was able to establish a budget for the library. The library program at Marion Correctional Institution has been a beneficiary of the State Library's program.

Mr. Paul Guggenheim,
District 5 Manager, Mental Health, Mental Retardation

We are talking today about greater community involvement with mental health treatment services, about getting patients out of our hospitals and into their home communities. While this emphasis is relatively new, many of the libraries and librarians working with patient services have been paving the way for contact with community agencies. Faced with severe budget limitations and inadequate collections, the librarians had to make these contacts to provide adequate programming. A major thrust of the library programs has been to orient patients to a community service they could use quite easily when they left the hospital.

There is no doubt that grants and assistance from the State Library have helped improve the two library programs with which I am familiar—Toledo Mental Health Center and Tiffin Center; but the money was not the total determining factor. A program orientation on the part of the librarians and their ability to utilize limited resources maximally have been important features in successful library services to patients in mental hospitals.

Dr. Christ L. George,
Superintendent, Educational Services
Ohio Youth Commission

Libraries in the Youth Commission facilities, through stimulation from LSCA projects, offer a variety of programs and services to attract youngsters to read, and to use libraries. A storytelling program at Fairfield School for Boys, an institution-wide reading program at Buckeye Youth Center, read-aloud times at Training Center for Youth, community library programs at Cuyahoga Hills Boys' School are among the efforts made by OYC librarians to stimulate young people to use the library services. The assistance received from the State Library—grants, consultant services—have stimulated greater support for our institution libraries. as the Commission must demonstrate a "maintenance of effort" in supporting library services for youth.

Summary of Participant Responses

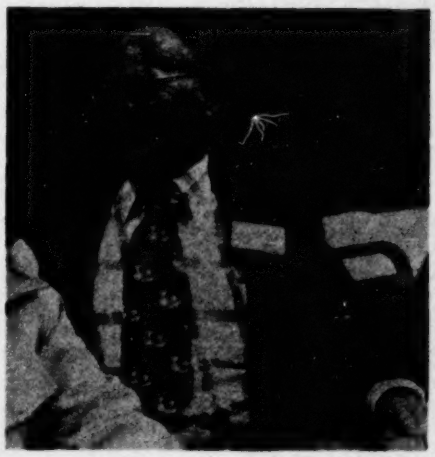
Participants in the conference were asked to respond to four questions at the end of the day.

1.
What programs in your institution are changing in the next year to 18 months that will have implications for library services?

2.
What specific programs does your institution have now that need library services?

3.
How can community libraries cooperate with your institution library to help bridge the gap back into the community for the resident?

4.
Aside from funding problems, what obstacles militate against adequate library services in your institution?



Responses to these four questions were grouped by type of institution — Mental Health, Mental Retardation; Adult Corrections; Juvenile Corrections.

Mental Health and Mental Retardation

1 . . . . changing programs:
Faster return of patients to community
Emphasis on coping skills for long-term patients
Individualizing treatment programs
Expanding activity programs
Re-educating staff to work with lower-functioning resident

2 . . . . specific programs now in effect:
Education
Services to physically handicapped residents
Self-help training
Development of social skills
Vocational training
Leisure-time activities

3 . . . . cooperation of community libraries:
Acceptance of residents
Special services for multiply handicapped
Attractive programs
Active participation with institution library
Sharing resources and ideas
Information and resources for released patients
Institution participation in cooperatives

4 . . . . obstacles to library service:
Public relations within institution
Convincing institution administrators of library's value
Lack of supportive staff
Low priority for libraries among other programs
Limited information and resources
Inaccessible library facilities

Adult Corrections

1 . . . . changing programs:
Education, ABE through college
Emphasis on more media
Less individual client contact because of over population
Expanding library hours

2 . . . . specific programs now in effect:
Work programs to climinate idleness
Education (ABE, high school, college)
Drug and Alcoholic Programs
G.E.D.
Services to isolated inmates
Recreational use of libraries

3 . . . . cooperation with community library:
Share Information and Resource files
Interlibrary loan
Institution participation in cooperatives
Library speakers to talk with parolees before release
Increased relevant collections in libraries

4 . . . . obstacles to library services:
Attitudes toward inmates
Lack of supportive staff
Over population
Large number of inmates in isolation
Theft and mutilation
Resistance to change in routines
Inadequate library space

Juvenile Corrections

1 . . . . changing programs:
Older residents
EMR students
Rights of juveniles
Smaller populations
Projects to demonstrate viability of library

2 . . . . specific programs now in effect:
New trends in recreation and group treatment
Research projects
New school programs
Basic skills development
Leisure-time activities

3 . . . . cooperation with community library:
Interlibrary loan
Be receptive, "reach out" to everyone
Support, exchange of ideas
Include parole officers in workshops

4 . . . . obstacles to library service:
Lack of program to "drive" kids to library
Lack of supportive staff
Apathetic attitudes
Good evaluation
Space
Lack of coordination of A-V services
Theft

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